

2.R.1.1 Students are able to **use** phonological cues to **read** unfamiliar text.

Verbs Defined:

- use -- show what I know in writing and/or speaking

Key Terms Defined:

- phonological cues – knowledge of beginning three letter consonant blends, vowel patterns (ou, ow, au), r-controlled vowels (ar, er, ir, or, ur), and ending consonant blends (ld, nd, mb, mp, sk, st, tch)
- unfamiliar text – new words

Teacher Speak:

Students are able to use (show what I know in writing and/or speaking) phonological cues (knowledge of three letter consonant blends, vowel patterns, r-controlled vowels, and ending consonant blends) to read unfamiliar text (new words).

Student Speak:

I can read new words (unfamiliar text) by showing what I know in writing and/or speaking (use) about my knowledge of

- beginning three letter consonant blends
 - vowel patterns (ou, ow, au)
 - r-controlled vowels (ar, er, ir, or, ur)
 - ending consonant blends (ld, nd, mb, mp, sk, st, tch)
- (phonological cues).

2.R.1.2 Students are able to **apply** strategies to **read** and **understand** different types of texts.

Verbs Defined:

- apply -- use
- understand -- show what I know by telling and/or writing

Key Terms Defined:

- strategies -- predicting, self-correcting, re-reading, skipping the word and coming back, prior knowledge, visualization, questioning, and previewing
- texts -- nonfiction, fiction, poetry, drama

Teacher Speak:

Students are able to apply (use) strategies predicting, self-correcting, re-reading, skipping the word and coming back, prior knowledge, visualization, questioning, previewing to read and understand (show what I know by telling and/or writing) different types of texts (fiction, nonfiction, poetry, drama).

Student Speak:

I can show what I know by telling and/or writing (understand) what I read by:

- predicting
- self-correcting
- re-reading
- skipping the word and going back
- visualization
- questioning
- prior knowledge
- previewing

in fiction, nonfiction, poetry, drama (texts).

2.R.2.1 Students are able to **locate** major structures in text to **form an understanding** of stories and other materials.

Verbs Defined:

- locate -- find
- form an understanding -- show the meaning in writing and/or speaking

Key Terms Defined:

- major structures
 - cause/effect (what happened and why)
 - problem and problem solving
 - sequencing (putting story parts in order)
 - beginning, middle, and end
- stories and other materials -- fiction, nonfiction, poetry, and drama

Teacher Speak:

Students are able to locate (find) major structures

- cause/effect (what happened and why)
- problem and problem solving
- sequencing (putting story parts in order)
- beginning, middle, and end

in text to form an understanding (show the meaning in writing and/or speaking) of stories and other materials (fiction, nonfiction, poetry, and drama).

Student Speak:

I can find (locate) and show the meaning in writing and/or speaking of

- what happened and why (cause/effect)
- problem and problem solving
- putting story parts in order (sequencing)
- beginning, middle, and end

(major structures) in fiction, nonfiction, poetry, and drama (stories and other materials).

2.R.2.2 Students are able to **explain** major literary elements in text to **convey** an understanding of stories and informational material.

Verbs Defined:

- explain -- put into words and/or draw pictures
- convey an understanding -- show

Key Terms Defined:

- major literary elements:
 - character
 - setting
 - problem and solution
 - main idea
 - supporting details
- stories and informational material -- fiction, nonfiction, poetry, and drama

Teacher Speak:

Students are able to explain (put in words and/or draw pictures) major literary elements (character, setting, problem and solution, main idea, supporting details) in text to convey (show) an understanding of stories and informational material (fiction, nonfiction, poetry and drama).

Student Speak:

I can show (convey an understanding) by putting into words or drawing pictures (explain)

- character
- setting
- problem and solution
- main idea
- supporting details

(the major literary elements) of fiction, nonfiction, poetry, and drama (stories and informational materials).

2.R.2.3 Students are able to **identify** rhythm, rhyme, and alliteration in poetry and prose.

Verbs Defined:

- identify -- pick out in writing and/or speaking

Key Terms Defined:

- rhythm -- the beat/pattern of a poem
- rhyme -- the ending part of a word that sounds like the ending part of another word.
- alliteration -- the repetition of beginning consonant sounds in words
- prose -- short story that doesn't rhyme

Teacher Speak:

Students are able to identify (pick out in writing and/or speaking) rhythm (beat/pattern of a poem), rhyme (ending part of a word that sounds like the ending part of another word), and alliteration (repetition of beginning consonant sounds in words) in poetry and prose (short story that doesn't rhyme).

Student Speak:

I can pick out in writing and/or speaking (identify)

- the beat/pattern of a poem (rhythm)
 - the words that the ending part sounds like the ending part of another word (rhyme)
 - the words that the beginning sounds that repeat (alliteration)
- in poetry and short story that doesn't rhyme (prose).

2.R.3.1 Students are able to **compare and contrast** different versions of the same story or poem from various cultures.

Verbs Defined:

- compare and contrast -- show in writing and/or speaking likenesses and differences.

Key Terms Defined:

- cultures -- different backgrounds

Teacher Speak:

Students are able to compare and contrast (show in writing and/or speaking likenesses and differences) different versions of the same story or poem from various cultures (different backgrounds).

Student Speak:

I can show in writing and/or speaking likenesses and differences (compare and contrast) in different versions of the same story or poem from different backgrounds (cultures).

2.R.4.1 Students are able to **apply** the structural elements of informational texts to **locate** information and **create meaning**.

Verbs Defined:

- apply -- show what I know in writing and/or speaking
- locate -- find
- create meaning -- understand what is written

Key Terms Defined:

- Informational texts -- nonfiction
- Structural elements:
 - print features -- bold and italic print, captions, headings
 - graphic aids -- tables, graphs, diagrams, maps, illustrations, photos
 - organizational aids -- table of contents, glossary, index,

Teacher Speak:

Students are able to apply (show what I know about in writing and/or speaking) structural elements (print features, graphic aids, organizational aids) of informational texts (nonfiction) to locate (find) information and create meaning (understand what is written).

Student Speak:

I can find (locate) information in nonfiction (informational text) and understand what is written (create meaning) by showing what I know about (apply) structural elements:

- bold and italic print
- captions
- headings
- tables
- graphs
- diagrams
- maps
- illustrations
- photos
- table of contents
- glossary
- index

in writing and/or speaking.

2.R.4.2 Students are able to **explain** the difference between fiction and informational text.

Verbs Defined:

- explain -- tell

Key Terms Defined:

- fiction -- made up
- informational text -- nonfiction
- text -- written material

Teacher Speak:

Students will be able to explain (tell) the difference between fiction (made up) and nonfiction (informational text) in (written material).

Student Speak:

I can tell (explain) the difference between made up (fiction) and nonfiction (informational text) written material (text).